

DEC. 9 1926

ASSOCIATION OF AMERICAN COLLEGES

Bulletin

VOLUME XII

NUMBER 5

The Program of the Thirteenth
Annual Meeting

Entrance to College in Massachusetts,
the Middle Atlantic, and
the Southern States

Student Earnings in Columbia
College

Professional Growth of Faculty
Members: A Bibliography

November, 1926



ASSOCIATION OF AMERICAN COLLEGES

BULLETIN

VOL. XII

NOVEMBER, 1926

No. 4

The Program of the Thirteenth Annual Meeting

**Entrance to College in Massachusetts, the
Middle Atlantic, and the Southern States**

Student Earnings in Columbia College

**Bibliography: Professional Growth
of Faculty Members**

Edited by

ROBERT L. KELLY

Secretary of the Association

Published by

THE ASSOCIATION OF AMERICAN COLLEGES

Lime & Green Sts., Lancaster, Pa.

Editorial Offices

111 Fifth Avenue, New York, N. Y.

February, April, May and November

Annual Subscription, \$3.00

Entered as second class matter, March 15, 1926, at the post office at
Lancaster, Pa., under the Act of March 3, 1879.

Acceptance for mailing at special rate of postage provided for in
Section 1103, Act of October 3, 1917, authorized May 13, 1922.

OFFICERS OF THE ASSOCIATION

FOR 1926-27

PRESIDENT:

Dean John R. Effinger, University of Michigan.

VICE-PRESIDENT:

President Lucia R. Briggs, Milwaukee Downer College.

SECRETARY:

Dr. Robert L. Kelly, New York, N. Y.

TREASURER:

President Bernard I. Bell, St. Stephen's College.

ADDITIONAL MEMBERS OF THE EXECUTIVE COMMITTEE:

President Frank Aydelotte, Swarthmore College.

Dean Frank W. Chandler, University of Cincinnati.

FORMER PRESIDENTS

- 1915 President Robert L. Kelly, Earlham College;
constitution adopted.
- 1915-16 President Robert L. Kelly, Earlham College.
- 1916-17 President Henry Churchill King, Oberlin College.
- 1917-18 President John S. Nollen, Lake Forest College,
absent overseas.
President Hill M. Bell, Drake University, *Vice-President, presiding.*
- 1918-19 President Donald J. Cowling, Carleton College.
- 1919-20 President William A. Shanklin,* Wesleyan University.
- 1920-21 President Frederick C. Ferry, Hamilton College.
- 1921-22 President Clark W. Chamberlain, Denison University.
- 1922-23 President Charles A. Richmond, Union College,
absent in Europe.
President Samuel Plantz,* Lawrence College,
Vice-President, presiding.
- 1923-24 President Harry M. Gage, Coe College.
- 1924-25 Chancellor J. H. Kirkland, Vanderbilt University.
- 1925-26 President Frank Aydelotte, Swarthmore College.

* Deceased.

REPRESENTATION ON STANDING COMMITTEES AND COMMISSIONS

AMERICAN COUNCIL ON EDUCATION:

One year—President John H. MacCracken, Lafayette College.

Two years—President W. D. Scott, Northwestern University.

Three years—Chancellor Samuel P. Capen, University of Buffalo.

NATIONAL RESEARCH COUNCIL:

Three years—Dean Luther P. Eisenhardt, Princeton University.

COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE:

President William W. Boyd, Western College.

Secretary Clyde Furst, The Carnegie Foundation.

President William M. Lewis, George Washington University.

Professor Leon B. Richardson, Dartmouth College.

President Allan Hoben, Kalamazoo College.

COMMISSION ON COLLEGE ARCHITECTURE AND COLLEGE INSTRUCTION IN THE FINE ARTS:

President Donald J. Cowling, Carleton College, Chairman.

President Raymond M. Hughes, Miami University.

President Frederick P. Keppel, The Carnegie Corporation.

President Kerr D. Macmillan, Wells College.

President Charles C. Mierow, Colorado College.

COMMISSION ON COLLEGE ATHLETICS:

Dean Frank W. Nicolson, Wesleyan University, Chairman.

Professor Michael J. Ahern, St. Joseph's College.

Secretary Frank D. Fackenthal, Columbia University.

Dean Theodore H. Jack, Emory University.

Dean John S. Nollen, Grinnell College.

COMMISSION ON COLLEGE PERSONNEL TECHNIQUE:

Director Adam Leroy Jones, Columbia University, Chairman.

Director Radcliffe Hermance, Princeton University.

Director Louis B. Hopkins, Northwestern University.

Secretary Frances L. Knapp, Wellesley College.

Professor Edward K. Strong, Jr., Stanford University.

COMMISSION ON THE COST OF COLLEGE EDUCATION:

Vice-President Trevor Arnett, University of Chicago, Chairman.

President Joseph H. Apple, Hood College.

Professor Floyd W. Reeves, University of Kentucky.

Comptroller George C. Wintringer, Princeton University.

President George F. Zook, University of Akron.

COMMISSION ON ORGANIZATION OF THE COLLEGE CURRICULUM:

Dean Herbert E. Hawkes, Columbia University, Chairman.

President John D. Finlayson, Fairmount College.

President Meta Glass, Sweet Briar College.

President Irving Maurer, Beloit College.

President Charles H. Rammelkamp, Illinois College.

COMMISSION ON ENLISTMENT AND TRAINING OF COLLEGE
TEACHERS:

Dean Otis E. Randall, Brown University, Chairman.

Dean Marshall S. Brown, New York University.

President Harry M. Crooks, Alma College.

President James L. McConaughy, Wesleyan University.

Dean Charles L. Raper, Syracuse University.

COMMISSION ON FACULTY AND STUDENT SCHOLARSHIP:

President Edward S. Parsons, Marietta College,
Chairman.

Dr. James A. Burns, Holy Cross College.

Dean Virginia C. Gildersleeve, Barnard College.

Dean Julian Park, University of Buffalo.

President Kenneth C. M. Sills, Bowdoin College.

COMMITTEE ON PUBLICATIONS:

Dean John R. Effinger, *Ex-officio*.

Dr. Robert L. Kelly, *Ex-officio*.

President Bernard I. Bell, *Ex-officio*.

TABLE OF CONTENTS

	PAGE
The Tentative Program of the Thirteenth Annual Meeting.....	255
Who's Who in This Issue.....	257
Entrance to College in Massachusetts, the Middle Atlantic and the Southern States, <i>Clyde Furst</i> and <i>Edythe Maslen</i>	258
Student Earnings in Columbia College, <i>Elizabeth B. Young</i> and <i>Donald P. Cottrell</i>	268
Bibliography on the Professional Growth of Faculty Members, <i>Lester W. Bartlett</i>	275
Index to Volume XII.....	303

**TENTATIVE PROGRAM OF THE THIRTEENTH
ANNUAL MEETING OF THE ASSOCIATION
OF AMERICAN COLLEGES**

The Congress Hotel, Chicago

January 13-15, 1927

The discussion of "The Effective College" begun at the Annual Meeting, January, 1926, will be continued at this meeting.

THURSDAY, JANUARY 13

7:00 P. M. Annual Dinner.*

The Address of the President.

Dean John R. Effinger.

A Platform for the Effective College.

(Speaker to be supplied.)

The Relations Between Faculty and Students.

President Clarence C. Little, University of Michigan.
Announcement of Committees.

FRIDAY, JANUARY 14

9:30 A. M.

Annual Report of the Executive Committee.†

Special Report, Commission on Fine Arts.

Dr. Robert L. Kelly.

Annual Report of the Treasurer, President B. I. Bell.

The Financial Needs of a College of One Thousand Students.

President Donald J. Cowling, Carleton College.

* Informal. Reservations at \$3.30 per cover will be made before January 1, 1927, by President B. I. Bell, Treasurer, Annandale-on-Hudson, New York, on receipt of check. After January 1, checks should be sent to President Bell, care of Congress Hotel.

† The Foundation for Architecture and Landscape Architecture will exhibit their prize-winning plans for the campus of a small college, for the special benefit of the Association of American Colleges, at the Art Institute, Chicago, January 10-15, 1927.

How the Needs are to be Met.

Mr. Trevor Arnett, New York City.

Discussion.

2:15 P. M.

The Curriculum in an Effective College.

Dean Herbert E. Hawkes, Columbia College.

The Promotion of Effective Teaching.

Dean Otis E. Randall, Brown University.

What is the Place of the Library in an Effective College?
(Speaker to be supplied.)

Sectioning on the Basis of Ability.

Colonel Lucius Holt, Acting Dean, United States Military Academy.

General Discussion.

8:00 P. M.

Personnel Technique in the Effective College.

(a) *The Handling of Freshmen.*

Dr. Adam Leroy Jones, Director of Admissions,
Columbia University.

(b) *Symposium on Student Relations.*

Discussion.

The Latest Developments in Intercollegiate Athletics.

Dean John S. Nollen, Grinnell College.

SATURDAY, JANUARY 15

9:30 A. M.

Should Teachers Teach?

President Edward S. Parsons, Marietta College.

Does Scholarship Interfere with Teaching?

(Speaker to be supplied.)

Does Teaching Interfere with Scholarship?

President Max Mason, University of Chicago.

Discussion.

Unfinished Business.

12:30 P. M.

Adjournment.

WHO'S WHO IN THIS ISSUE

The contribution of Dr. Clyde Furst, Secretary of the Carnegie Foundation, on Entrance to College, which is presented in this issue, places the members of the Association under renewed obligations. It is the latest thus far to appear of an illuminating series, to which, however, it is hoped further additions will be made. Dr. Furst has become our expert *par excellence* in this field. Miss Maslen is an able assistant.

The bibliography on the Professional Growth of Faculty Members was prepared by Dr. L. W. Bartlett, then of the Department of College Administration at Columbia, now educational specialist at the Y. M. C. A. College, Chicago. The work was done under the general supervision of Director Robert J. Leonard. It is printed as part of the report of the Commission on Faculty and Student Scholarship.

The study by Miss Young and Mr. Cottrell of the earnings in Columbia College was made at the suggestion of the editor as an assignment in the Department of College Administration at Columbia University. The technique of previous studies made in the office of the Association was followed in detail. It has sometimes been asserted that the registrations of college students in a large university college show much less concentration and much greater preference for pre-vocational subject-matter than is true in the detached colleges. The study here presented is chiefly valuable as throwing light upon these contentions. The striking thing about the charts is their similarity to the charts previously made. The liberal college, including this university college, is remaining liberal.

ENTRANCE TO COLLEGE IN MASSACHUSETTS, THE MIDDLE ATLANTIC, AND THE SOUTHERN STATES

CLYDE FURST AND EDYTHE MASLEN

The Association of Colleges and Secondary Schools of the Middle States and Maryland collected the records of students who matriculated in the autumn of 1924 at seventy-seven of the seventy-nine universities and colleges belonging to the Association. Information was furnished for 15,389 students, who were enrolled in courses of study leading to the general academic degrees of A.B., B.S., Ph.B., and Litt.B. Students entering professional schools of business, commerce, education, engineering, and the like, directly from high school, were not included.

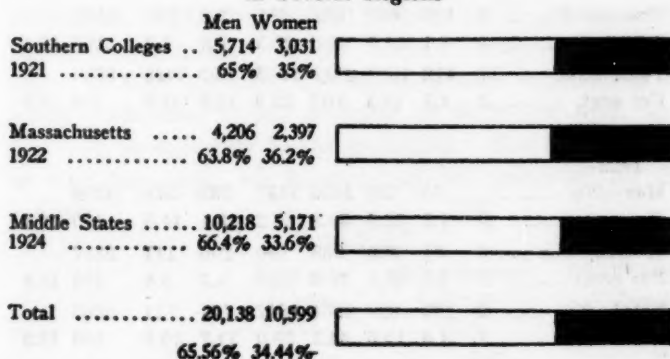
At the request of the Association these records were studied by the Carnegie Foundation. Sundry comparisons have been made with the results of similar studies by the Foundation of (a) the records of 8,826 students matriculating in the autumn of 1921 in forty institutions belonging to the Association of Colleges and Secondary Schools of the Southern States, printed in the *Proceedings of the Twenty-sixth Annual Meeting of the Association*, pages 135 to 151; and (b) of the records of 6,649 students matriculating in the autumn of 1922 in twenty institutions in Massachusetts, printed in 1923 in the *Report of the Legislative Commission on Higher Education of that Commonwealth* (House Document No. 1700), pages 71 to 84, and 312 to 321. Abstracts of these studies were printed in the *BULLETIN* of the Association of American Colleges for March, 1921, November, 1923, and May, 1924: Volume VII, Number 2; IX, 4; X, 3.

Of the total 15,389 matriculants in the Middle States, 10,218, or about two-thirds (66.4 per cent.) were men, 5,171, or about one-third (33.6 per cent.) were women. This is a

variation of not more than 1.4 per cent. from the relative proportions among the matriculants in the Southern States in 1921, and in Massachusetts in 1922. The deviations from the average of the three groups are, of course, even smaller. Within the range of difference the Middle States had the largest proportion of men matriculants (66.4 per cent.), Massachusetts the smallest (63.8 per cent.); the Middle States the smallest proportion of women (33.6 per cent.), Massachusetts the largest (36.2 per cent.); the Southern States occupy a median position with regard to the proportion of both men (65 per cent.) and women (35 per cent.).

TABLE I—CHART A

Proportion of Men ☐ and Women ☒ Matriculants
in Several Regions



The ages at which students enter college in the Middle States are about those that are customary in other parts of the country, the general average age, 18.5, being the same as that in the Southern States in 1921, but less than the general average of 18.9 in Massachusetts in 1922. Men matriculants in the Middle States in 1924 averaged 18.7 years, which was older than the 18.6 average in the Southern States in 1921, but younger than the 19.1 average in Massachusetts in 1922. Women matriculants in the Middle

States averaged 18.19 which is younger than both the 18.4 of the Southern States and the 18.6 of Massachusetts. In the three groups both men and women matriculants were oldest in Massachusetts. Men were youngest in the South, women in the Middle States. In the South men were one-fifth of a year older than the women, in Massachusetts and the Middle States half a year older. (Table II, Chart B.)

TABLE II

AGE OF MEN AND WOMEN MATRICULANTS IN SEVERAL REGIONS

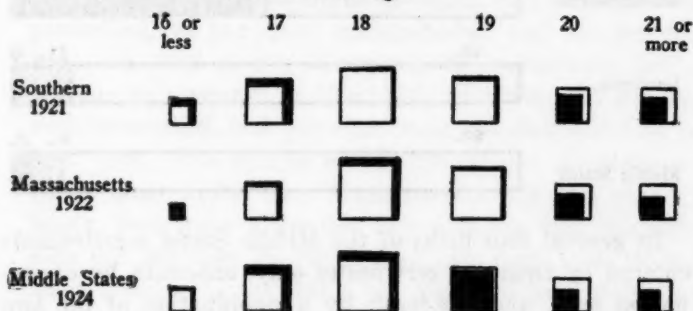
	15 or less	16	17	18	19	20	More than 20	Total	Aver- age Age
<i>Southern</i>									
1921									
Men—No.	14	232	957	1682	1308	721	800	5714	
Per cent. ....	.1	4.1	16.7	29.8	22.8	12.6	13.9	100	18.6
Women—No. ...	3	180	650	1037	697	236	228	3031	
Per cent. ....	.1	6.1	21.7	33.6	23.3	7.9	7.3	100	18.4
Total—No.	17	412	1607	2719	2005	957	1028	8745	
Per cent. ....	.1	4.7	18.5	31.1	22.9	10.9	11.8	100	18.5
<i>Massachusetts</i>									
1922									
Men—No.		73	530	1306	1157	568	570	4204	
Per cent. ....	.0	1.7	12.5	30.8	27.2	13.4	14.5	100	19.1
Women—No. ...	2	35	365	958	690	206	141	2397	
Per cent. ....	.1	1.5	15.1	39.8	28.6	8.5	6.4	100	18.6
Total—No.	2	108	895	2264	1847	774	711	6601	
Per cent. ....	.1	1.6	13.6	34.3	28.0	11.7	10.8	100	18.9
<i>Middle States</i>									
1924									
Men—No.	38	429	1680	3039	2338	1316	1249	10,089	
Per cent. ....	.4	4.4	16.6	30.1	23.2	13.0	12.4	100	18.718
Women—No. ...	20	282	1257	2006	1020	298	257	5140	
Per cent. ....	.4	5.5	24.4	39.0	19.9	5.8	5.0	100	18.193
Total—No.	58	711	2937	5045	3358	1614	1506	15,229	
Per cent. ....	.4	4.7	19.3	33.2	22.0	10.6	9.8	100	18.541

Previous graduation from a secondary school appears in general to be properly emphasized by the colleges of the Middle States, as it was by the Southern Colleges in 1921.

CHART B

Age of Men ☐ and Women ☒ Matriculants in Several Regions

The surfaces representing numbers are superimposed, the smaller on the larger

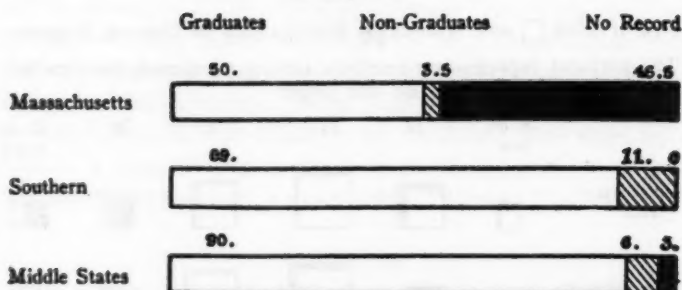


The question of school graduation was ignored in the case of nearly half of the students entering Massachusetts institutions in 1922—apparently because of emphasis on entrance examinations. In the Middle States only 996 students, or 6.47 per cent., of the whole were reported as not being graduates; 13,867 students, or 90.10 per cent., were reported as certainly being graduates. For 526 students, or 3.43 per cent., no information was reported on this subject.

TABLE III

	Southern Colleges 1921		Massachusetts Colleges 1922		Middle States Colleges 1924	
	No.	Per cent.	No.	Per cent.	No.	Per cent.
H. S. graduates	7825	88.7	3331	50	13,867	90.10
Not graduates	1001	11.3	226	3.5	996	6.47
No information	0		3092	46.5	526	3.43
Entered by						
Certificate	8250	96.6	2979	46.3	12,074	78.9
Examination	67	.7	1739	27.1	1889	12.4
Combination	229	2.7	1709	26.6	1341	8.7
Entered as						
Full matriculant	6935	78.6	5069	76.7	13,071	85.1
Conditioned	1555	17.6	1406	21.2	2156	14.0
Special	336	3.8	147	2.1	132	.9

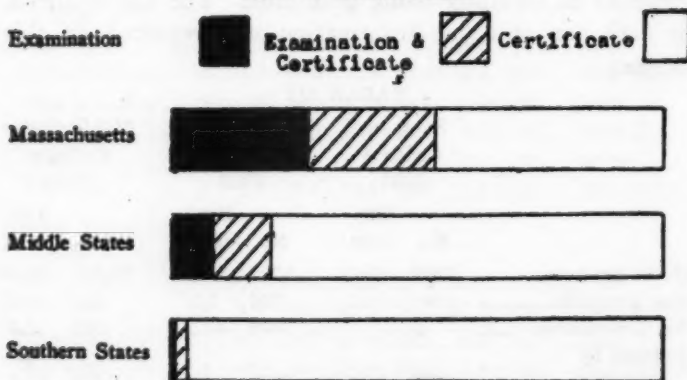
CHART C



In general four-fifths of the Middle States matriculants entered by means of certificates only, one-tenth by examination only, and one-tenth by a combination of the two methods. In Massachusetts about half entered by certificates, a fourth by examination, and a fourth by a combination of the two. In the Southern States 97 per cent. entered by certificates, less than one per cent. by examination.

CHART D

Basis of Matriculation



In 1920 the 125 higher institutions approved by the Association of American Universities in 1913 had an average requirement of 14.98 units, of which 46 per cent. were

prescribed, 44 per cent. recommended, and 10 per cent. free. In 1921 forty-six Southern institutions had an average requirement of 15 units, of which 51.5 per cent. were prescribed, 46 per cent. recommended, and 2.5 per cent. free. In 1922 twenty Massachusetts institutions had an average requirement of 15.5 units, of which 44.5 per cent. were prescribed, 40.1 per cent. recommended, and 15.4 per cent. free. The Middle States institutions therefore prescribe more units than Massachusetts but less than the South, have more alternates and electives than Massachusetts but less than the South, and give more than twice as much freedom as the South but less than half as much as Massachusetts.

A comparison of the subjects prescribed, recommended, and accepted for entrance by colleges in the Southern States, Massachusetts, and the Middle States, shows everywhere approximately the same proportions of prescription, recommendation, and units accepted in English, that is, about one-fifth of the requirement in each of the groups, the units accepted for entrance in each case being in excess of the prescription.

Mathematics constitutes approximately eighteen per cent. of the requirement, that in the Middle States being slightly smaller than that in the South and slightly larger than that in Massachusetts. In every case, also, the number of units

CHART E

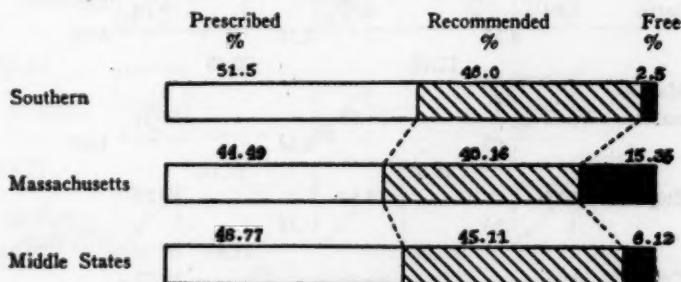


TABLE IV.

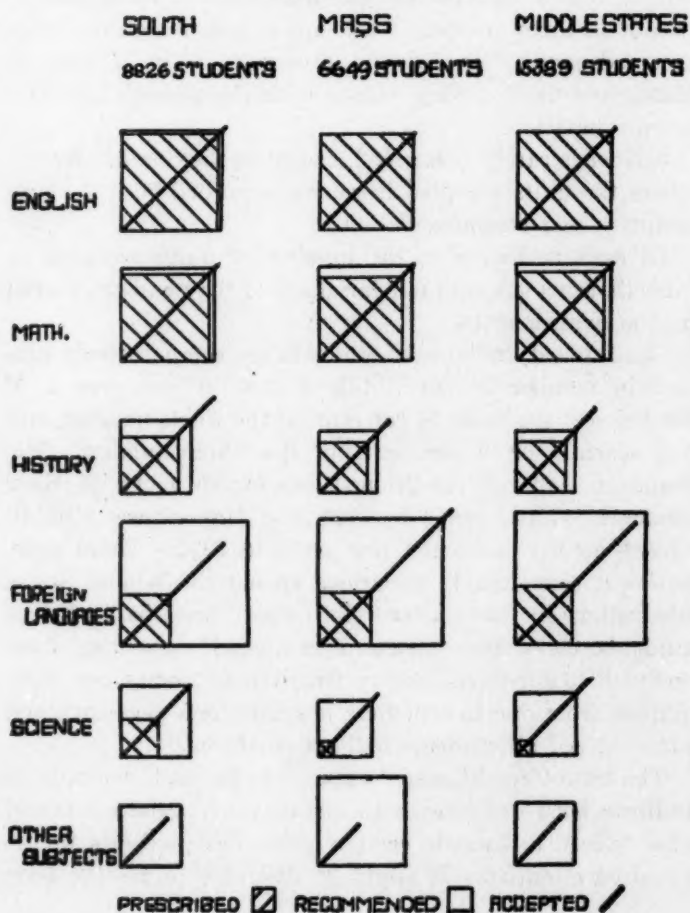
Subject	Southern			Massachusetts			Middle States		
	Pres.	Rec.	Total	Pres.	Rec.	Total	Pres.	Rec.	Total
Chemistry							.05		
		1.19			1.63			1.52	
			1.19			1.63			1.57
Physics				.44			.32		
		1.23			1.63			1.44	
			1.23			2.07			1.76
Spanish		5.33			3.56			5.27	
			5.33			3.56			5.27
Free Electives									
		2.50			15.35			6.12	
			2.50			15.35			6.12
French									
		6.03			6.54			5.88	
			6.03			6.54			5.88
Greek				.89			.47		
		4.97			5.29			4.92	
			4.97			6.18			5.39
German									
		5.77			6.14			5.89	
			5.77			6.14			5.89
History	6.99			4.90			5.36		
		3.18			2.14			2.81	
			10.17			7.04			8.17
Miscellaneous Subjects	2.60								
		9.95			4.91			10.73	
			12.55			4.91			10.73
Latin	5.36			4.90			6.70		
		6.30			5.73			4.84	
			11.66			10.63			11.54
Mathematics	16.42			14.68			16.14		
		1.65			2.44			1.50	
			18.07			17.12			17.64
English	19.58			18.68			19.73		
		.95			.15			.31	
			20.53			18.83			20.04
Total	50.95			44.49			48.77		
		49.05			55.51			51.23	
			100.00			100.00			100.00

accepted was in excess of the prescription and the recommendation.

The prescription and recommendation of history was seven per cent. in Massachusetts, eight per cent. in the Middle States, and ten per cent. in the Southern States.

CHART F

SUBJECTS PRESCRIBED AND RECOMMENDED AND
UNITS ACCEPTED



In each region the units accepted were almost double the combined prescription and recommendation, namely, 10.8, 13.19, and 18.8.

In the foreign languages, the prescription of a specific language is a little greater in the Middle States than in the other groups—in each of the three groups, the recommendation is about the same. Foreign languages as a group form the third largest prescription in both Massachusetts and the Middle States, and the largest proportion of recommendation in all three groups. Although in each region the units accepted greatly exceed the prescription, it is only in Massachusetts that they exceed both the prescription and recommendation.

Science is rarely prescribed, except in the South. Everywhere the units accepted in science exceeded both the prescription and recommendation.

In each region, also, the number of units accepted in miscellaneous subjects fell far short of the number allowed by the requirements.

Conditioned and special students are comparatively limited in number in the Middle States. There were 2156 conditioned students, 14 per cent. of the whole number, and 132 specials, or .9 per cent., of the whole number. The Southern colleges conditioned one-fourth more of their students (17 per cent.) in 1921, and Massachusetts conditioned one-half more (21 per cent.) in 1922. There were, however, considerable variations among the Middle States institutions in this matter. Two conditioned half of their students, eight from one-third to one-half, seventeen from one-fifth to one-third, twenty from ten to twenty per cent., sixteen from one to ten, four less than one per cent., and nine entered all students without conditions.

The term "conditioned" appears to be used generally to indicate both deficiencies in quantity of preparation and also failure to include certain prescribed subjects in the required quantity. It might be desirable to use the term

"conditioned" for lacks in subject matter, and the term "deficient" for lacks in quantity of preparation.

The one hundred and thirty-two special students were all in 28 institutions. The proportion of special students in the Middle States is only half that of Massachusetts, or one-fourth that of the Southern States. One-third of them were women, and two-thirds men. More than half of them (69) were 21 years of age or over. One offered 4 units for entrance; 3 offered 5, 6, or 8; 30 offered from 8.5 to 12; 43 offered from 13 to 15.5, inclusive; 16 offered from 16 to 19; for 39 there was no record of units.

A STUDY OF REGISTRATIONS IN COLUMBIA COLLEGE

ELIZABETH B. YOUNG AND DONALD P. COTTRELL

Freshman Class

Figure A shows the points earned by all students in the Freshman Class of Columbia College during the Winter Semester of 1925-26. Contemporary Civilization heads the list, with English, French, Mathematics, Physical Education, Physics, Chemistry, German and Spanish following in order. Contemporary Civilization, English and Physical Education are required courses for Freshmen. The total points earned in the nine subjects just named is 8,449, as against 975 points earned in all other subjects in the Freshman Class.

It should be said here that a point is defined in Columbia as one hour of lecture per week per semester. Except for the fact that certain courses are evaluated as to their numbers of points, the point corresponds identically to the semester hour which is used in most institutions.

Combined Freshman and Sophomore Classes

Columbia College does not recognize the Junior College-Senior College division of the course, but this chart does reveal to some extent at least the interests of the students in the earlier half of their college course. English comes first with 2,897 points earned, and is followed in order by Contemporary Civilization, French, Physical Education, Mathematics, Chemistry, History, Physics, Economics, Government, German, and Spanish. The slight introduction of specialized and social subjects is to be noted in this chart.

COLUMBIA COLLEGE - FRESHMAN CLASS

POINTS EARNED - WINTER SESSION 1925-26

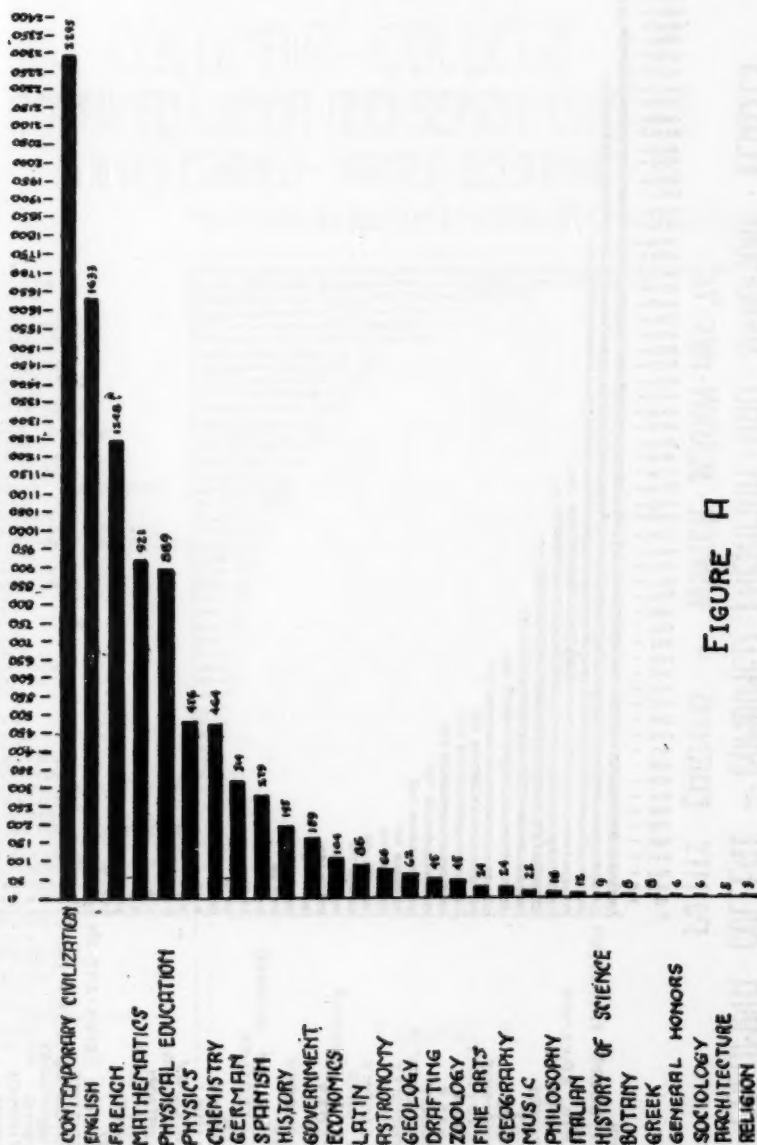


FIGURE A

COLUMBIA COLLEGE - COMBINED FRESHMAN AND SOPHOMORE CLASSES

POINTS EARNED - WINTER SESSION 1925-'26

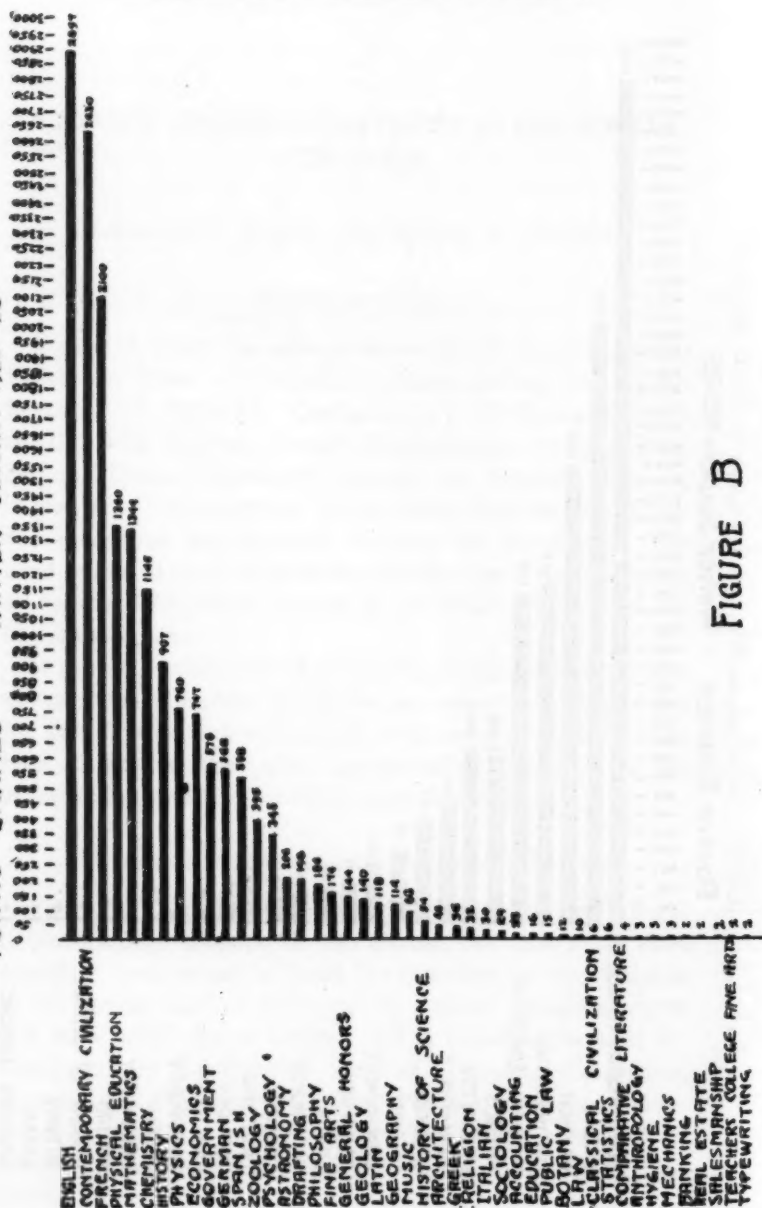


FIGURE B

COLUMBIA COLLEGE

COMBINED JUNIOR AND SENIOR CLASSES

POINTS EARNED - WINTER SESSION 1925-26

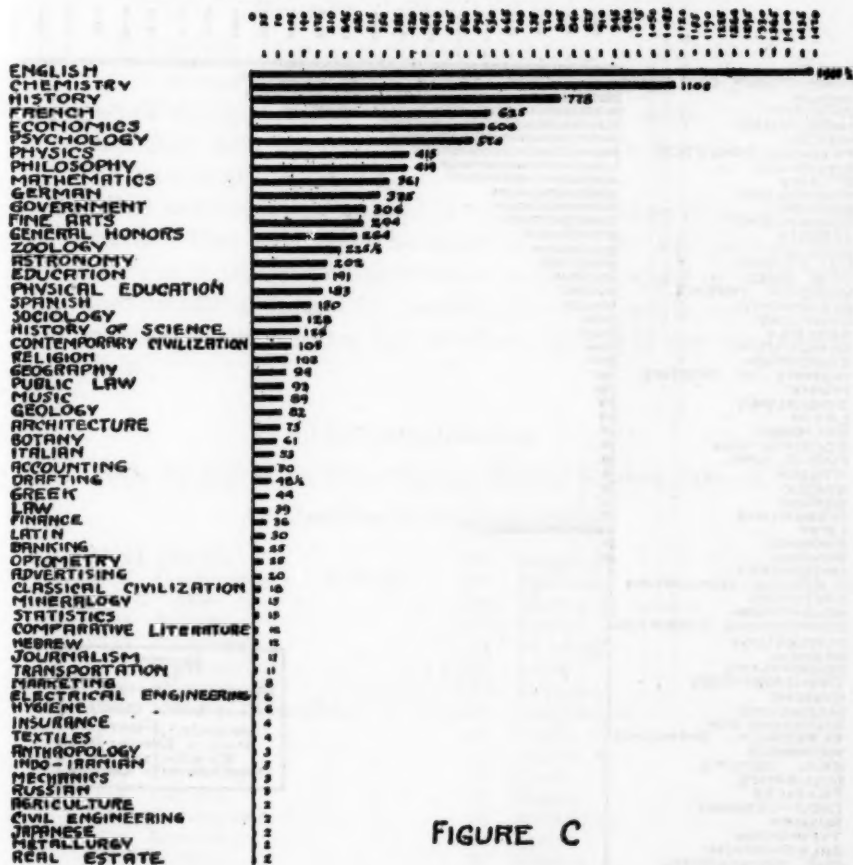


FIGURE C

Combined Junior and Senior Classes

The continued predominance of English in this, the latter half of the college course, is to be noted. It is followed by Chemistry, History, French, Economics, Psychology,

COLUMBIA COLLEGE POINTS EARNED IN ALL CLASSES WINTER SESSION 1925-'26

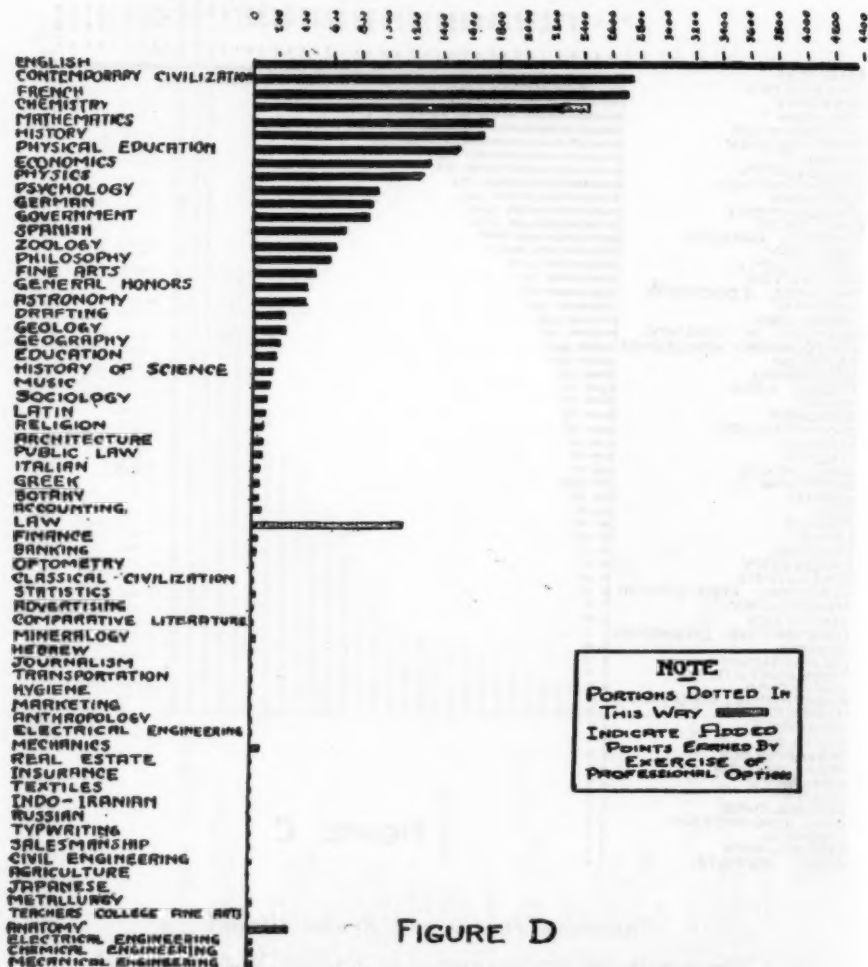


FIGURE D

Physics, Philosophy, Mathematics, and German in order. The relatively low position occupied by all technical subjects in this chart is probably to be partly accounted for by the fact that this study includes only registrations in Columbia College, and not those in the professional schools.

Columbia College—All Classes

The points added to certain subjects from the exercise of "professional option" simply means that those points were earned during the first year of a professional course, and that they were accepted as credit for the fourth year on the Baccalaureate Degree.

One caution should be used in the interpretation of these charts. They should not be made the basis for any judgments as to the relative importance to the university of the departments of instruction named, since data on the registrations in professional and graduate schools is not here given.

COLUMBIA COLLEGE

Points Earned in All Four Classes, Winter Session, 1925-26

Not Including Professional Option

4346½	English	208	Geography
2735	Contemporary Civiliza- tion	207	Education
2725	French	180	History of Science
2253	Chemistry	177	Music
1705	Mathematics	157	Sociology
1685	History	148	Latin
1543	Physical Education	134	Religion
1353	Economics	113	Architecture
1175	Physics	108	Public Law
919	Psychology	83	Italian
903	German	80	Greek
884	Government	73	Botany
688	Spanish	73	Accounting
620½	Zoology	49	Law
600	Philosophy	36	Finance
468	Fine Arts	27	Banking
408	General Honors	25	Optometry
408	Astronomy	24	Classical Civilization
246½	Drafting	21	Statistics
222	Geology	20	Advertising
		16	Comparative Literature

15	Mineralogy	3	Indo-Iranian
12	Hebrew	3	Russian
12	Journalism	2	Typing
11	Transportation	2	Salesmanship
9	Hygiene	2	Civil Engineering
8	Marketing	2	Agriculture
6	Anthropology	2	Japanese
6	Electrical Engineering	2	Metallurgy
6	Mechanics	2	Teachers College Fine Arts
4	Real Estate		
4	Insurance		
4	Textiles	27963½	Total

Added Points Earned by the Exercise of Professional Option

4	Accounting	15	Geology
313½	Anatomy	1111	Law
78	Architecture	9	Mathematics
4	Banking	35	Mechanical Engineering
46	Chemical Engineering	81	Mechanics
176	Chemistry	10	Metallurgy
6	Civil Engineering	12	Mineralogy
5	Drafting	113	Physics
48	Electrical Engineering	6	Statistics
4	Finance		
9	Geography	2085½	Total

BIBLIOGRAPHY ON THE PROFESSIONAL GROWTH OF FACULTY MEMBERS

LESTER W. BARTLETT

This bibliography is assembled under the factors which affect the professional growth of a faculty member. The bibliography is not exhaustive. Selection was made of those references which contribute materially to the several topics, either in presenting a definite point of view, or valuable evidence. Opinions that are unsupported are not included. Accompanying each reference is a brief statement of the matter it treats, except where the title is sufficiently explanatory. Where bibliographies on any topic have been prepared by other organizations, reference is made to them. It was considered unnecessary to repeat them.

A

ADMINISTRATIVE FACTORS WHICH AFFECT THE SECURITY AND FREEDOM OF THE FACULTY MEMBER

a. Appointment, promotion, dismissal, inbreeding, salary.

1. *Aley, R. J.* College Salaries. Educ. R. 59:244-9. Nov. 1920. States the principles that should determine the amount of salary.
2. *Aley, R. J.* The problem of university salaries. Nat. Assn. of State Universities, Proceedings, 1919, pp. 139-140. Discusses such factors as teaching, contribution to knowledge, participation in practical affairs, and participation in administration.
3. *American Association of University Professors Proceedings*, 1917, Vol. 3, No. 2, p. 13. Committee on Methods of Appointment and Promotion. Reports briefly on current methods.

4. *Bowman, J. G.* Qualities which go to make the highest type of professor. Transactions, National Association of State Universities, Vol. 10, 1912, pp. 178-186.
5. *Bryan, W. L.* The life of the professor. Transactions, National Association of State Universities, Vol. 10, 1912, pp. 26-34.
Presents the factors that should be considered when deciding upon higher teaching as a profession.
6. *Butler, N. M.* Scholarship and Service, 1921, pp. 168-176. (Reprint from Annual Report 1917) (Scribners Sons, N. Y.) Discusses appointment and dismissal of officers of instruction; quotes opinion of New York Supreme Court distinguishing between removal "after charges" and "at the pleasure of the trustees."
7. *Cattell, J. McKeen.* University Control. 1913, p. 3-16 under "Historical Retrospect" reviews the former status of the professor in university control.
On p. 17-48 under "A referendum on administration" gives his position on rewards of academic and scientific career as adequate salary, guarantee of tenure, freedom of research.
The Science Press, 1913.
8. *Caullery, M.* Universities and the scientific life in the United States, 1922. (Translation by James Houghton Woods and Emmet Russell.) Harvard University Press, Cambridge, Mass., 1922. P. 50-65. The professors.
Treats various guarantees, as tenure, salary, promotion, freedom, pension, share in management, research.
P. 244-245. Individualism of professors in France compared with cooperation in the United States.
9. *Chapin, F. S.* Business system in the professor's study. School and Society, 2: 709-11, Nov. 13, 1915.
Suggests the various ways in which materials can be arranged, and work organized to economize the time of the professor.

10. *Curtis, W. C.* Recruiting of teachers for colleges. *School and Society*, 11: 14-18, Jan. 3, 1920.
Presents inducements and unattractive factors involved in college teaching as a profession.
11. *Davis, C. O.* Teaching load in a university. *School and Society*, 19: 556-8, May 10, 1924.
Recites the factors that enter into the problem of teaching load—teaching, research, and other duties, and states five principles.
12. *Eliot, C. W.* University administration. Houghton Mifflin Co., Boston, Mass., 1908, p. 93-95.
Recruiting by promotion of graduates and by invitation.
13. *Fairfax, J.* College teachers' salaries. *Education*, 39: 36-45, Sept., 1918.
Discusses salary as adequate reward. Gives comparison within the profession and with other occupations.
14. *Farrand, L.* Code of procedure of governing boards regarding appointments, dismissal, and tenure of university teachers. *Transactions, National Association of State Universities*, Vol. 14, 1916, p. 205-209.
15. *Fitzpatrick, E. A.* Academic Inbreeding. *School and Society*, 6: 679-81, Dec. 8, 1917.
Popular discussion of the effect of inbreeding.
16. *Frank, G.* Are professors partners or peons? *Cent.* 101: 797-9, Apr. 21.
Cites Lowell's statement on academic freedom in his report for the year 1919-1920; also four factors that make for academic peonage as given by the committee that investigated the status of academic freedom in the University of Minnesota.
17. *Furst, C.* The status of the university professor in the United States. (Paper presented before the Second Pan American Scientific Congress, Washington, Dec. 27, 1915-January 8, 1916.)
In Columbia University Quarterly, 18: 148-58, May, 1916.
18. *Hyde, W. D.* Personality and college professors. *Outlook* 92: 931-937, Aug. 21, 1909.

Discusses the principles of university administration under five heads: personality, juniority, liberty, democracy, and integrity.

19. *Kelly, R. J.*, and associates. Report of the Committee on Educational Survey of the University of Pennsylvania, 1924.
Training of the faculty, pp. 19-20; 54-58.
Salaries, pp. 20-21; 61-67.
General Summary, p. 75.
20. *Kelly, R. L.* Davidson College. A diagnosis and a prescription. *Christian Education*, Vol. 9, No. 8, May, 1926, p. 328-336.
Covers preparation of the faculty, inbreeding, salaries, and teaching load.
21. *Kempner, A. J.* How professors live. *School and Society*, 12: 436-41, Nov. 6, 1920.
Gives the economic status of the professors of the University of Illinois including professional expenditures.
22. *Klapper, Paul.* The college teacher and his professional status. *American Association of University Professors, Proceedings*, 1925, p. 455-463.
Professional training for college teaching, p. 455-6.
Systems of appointment, p. 426-58.
Systems of promotion, p. 458-59.
Distribution of professorial rank, p. 459-60.
Conclusions, p. 462.
23. *Lefevre, H.* The organization and administration of a state's institution of higher learning, 1914, p. 254-262.
Discusses ranks and salaries, appointments, probation, and inbreeding. (Von Boeckmann-Jones Co., Austin, Texas.)
24. *Leonard, R. J.* Appointment service for teachers—Progress and problems. *The Educational Record*, Vol. 6, No. 2, April, 1925, p. 58-69.
Considers the ways and means of distributing or marketing professional talent in accordance with personal merit and community needs.

25. *Mann, C. R.* A study of engineering education. Carnegie Foundation for the Advancement of Teaching. Bulletin No. 11, 1918, p. 101-105.
Cites the conditions that improve the teacher, including contacts with industry, research, stable financial conditions, etc.
26. *Mann, C. R.* A study of engineering education. Carnegie Foundation for the Advancement of Teaching. Bulletin No. 11, 1918, pp. 102-3.
Discusses the practices that discourage progress in teaching; also recruiting the staff with recent graduates.
27. *Marx, G. H.* The problem of the assistant professor. Proceedings, The Association of American Universities, 1910, Eleventh Conference, p. 17-47.
An exhaustive analysis of the status of the assistant professors in 22 member universities, including age of appointment, length of service, family status, financial status, salary, share in determining policy and tenure.
28. *Müller, G. A.* Academic inbreeding. School and Society, 7: 53-4, Jan. 12, 1918.
Discusses the difference between institutional inbreeding and academic inbreeding.
29. *Stewart, Charles A.* Appointment and promotion of college instructors. Educational Review, 44: 249-256, Oct., 1912.
Makes a plea for greater recognition of teaching ability as a basis for appointment and promotion.
30. *Thwing, C. F.* A history of education in the United States. Houghton Mifflin Co., 1910, pp. 259-264.
Compares salaries in United States with salaries in Germany. Considers salaries in relation to pensions and promotion.
31. *Thwing, C. F.* The American college, 1914, (The Platt and Peck Co.), pp. 54-61.
Gives the bases for promotion.
32. *Thwing, C. F.* The American college. The Platt and Peck Co., 1914, p. 60-67.

Considers the five principal circumstances which Adam Smith in "The Wealth of Nations" suggests as determinants of pecuniary compensation, *viz.*, agreeableness, easiness, constancy, size of trust, and probability of success.

33. *U. S. Bureau of Education*. Salaries in universities and colleges. Bulletin, 1920, No. 20.
Gives the distribution of salaries by rank for the United States as a whole and for the several divisions: North Atlantic, etc.
34. *U. S. Bureau of Education*. Bulletin No. 19, 1916. State Higher Educational Institutions of Iowa, p. 118-125.
The work and remuneration of the instructional staffs of the Iowa state institutions.
35. *U. S. Bureau of Education*. Bulletin No. 19, 1917. Report of a survey of the University of Nevada.
 1. Training and experience of the faculty, p. 93-98.
 2. Publications, p. 93-98.
 3. Salaries, p. 99-107.
36. *U. S. Bureau of Education*. Bulletin No. 31, 1918. The Educational System of South Dakota.
 1. Training and experience of faculty members, p. 273-275.
 2. Salaries, p. 279-283.
37. *U. S. Bureau of Education*. Bulletin No. 36, 1922. Report of a survey of the University of Arizona. Chap. IV.
 1. Training and experience, p. 37-40.
 2. Remuneration and service, p. 40-41.
 3. Appendix IIIb. Training, experience, and publications of the faculty—statistical table.
38. *Van Hise, C. R.* The appointment and promotion of young men in the faculty, with the view of discovering, if possible, principles or methods satisfactory both to the university and the young man. National Association of State Universities, Proceedings, 1910, p. 262f.
Ibid., discussion, p. 275f.

40. *Van Hise, C. R.* Appointment and tenure of university professors, *Science*, N. S., 33: 237-246, Feb. 17, 1911. Also in *Association of American Universities, Journal*, 1910, V. 12, p. 50-61. Presents the status in twenty-two universities regarding authority to appoint, promote, and dismiss.

b. Academic freedom.

41. *American Association of University Professors.* Bulletin, Vol. 7, No. 1, 1921, p. 9. Committee on Academic Freedom and Academic Tenure reported on the encroachment upon freedom of a gift controlling a chair.
42. *American Association of University Professors.* See index to the bulletin, 1915-1924, Vol. 10, 1924. Contains reference to the review of cases in 19 institutions; policies, etc. The most important material published between 1915 and 1922 was reprinted in Vol. VIII, 1922, No. 8.
43. *Association of American Colleges.* Report of the Commission on Academic Freedom, Vol. IX, 1923, No. 2. Discusses the rights of the professor, the public, and the institution, and summarizes the recommendations of the Commission.
44. *Butler, N. M.* Scholarship and service. (Scribner's Sons, N. Y.) *The Academic Career*, pp. 113-116 (Reprint from *Annual Report*, 1910). States the responsibility of the instructor to the institution in relation to tenure.
45. *Effinger, J. R.* Report of the Commission on Academic Freedom and Tenure of Office. Bulletin, Association of American Colleges, Vol. 12, No. 1, February, 1926. Contains the way that the principles, which were approved by the conference held under the auspices of the American Council on Education, January 2, 1925, were received by the several educational associations.
46. *Eliot, C. W.* Academic Freedom. An address before the New York Theta Chapter of the Phi

Beta Kappa Society at Cornell University, May 29, 1907.

47. *Kelly, R. L.* Tendencies in college administration, 1925, p. 37-42. Academic freedom and tenure of office, pp. 270-274. Gives the report of the Joint Commission on Academic Freedom and Tenure called by the American Council on Education.
48. *Purinton, D. B.* Academic freedom from the trustees' point of view. Transactions: The National Association of State Universities in the United States of America, No. 7, 1909, p. 177-186.

c. Pensions.

49. See Reports of Carnegie Foundation for the Advancement of Teaching. These contain the most extensive and authoritative material on pensions. The index to each report contains references to the subject.

d. Participation in details of administration.

50. *American Association of University Professors.* Place and function of faculties. Committee T., Vol. 12, Nos. 2-3, p. 129-132. Includes criticisms on the Committee's former report, W. A. Neilson, p. 131. Makes a plea for delegation of details to "hired men."
51. *Cattell, J. McKeen.* University Control, 1913. Under "The duties of the professor," p. 49-62, advocates autonomy of departments, responsibility of professors, and democracy of scholars. Part II: Letters from various institutions of higher education commenting upon the suggestions of Cattell; and in Part III ten articles by prominent men on university control with emphasis upon the position of the professor in such control. (The Science Press, 1913.)
52. *Cooke, M. L.* Academic and industrial efficiency. Carnegie Foundation for the Advancement of Teaching, Bulletin No. 5, 1910.

Under "General Type of Organization," p. 9-18, discusses the time of professors which is devoted to details of administration under the "committee" plan and the "expert" plan.

53. *Lefevre, A.* The organization and administration of a state's institution of higher education, 1914. P. 154f, criticizes Cooke's observations in his report on Academic and Industrial Efficiency, Carnegie Foundation for the Advancement of Teaching, Bul. No. 5, 1910.
(Von Boeckmann-Jones Co., Austin, Texas.)

B

GROWTH THROUGH PRODUCTIVE RESEARCH AND RECOGNITION OF TEACHING ABILITY

a. Facilities for productive research.

54. *American Association of University Professors.* Research in American colleges. Vol. 11, No. 6, p. 300-305.
Contains recommendations for a committee under Division of Educational Relations of the National Research Council; also recommends increased creative effort in American colleges and suggests methods for encouraging research.
55. *American Association of University Professors.* Bulletin, 1918, Vol. IV, No. 1, p. 7-8. Letter from F. J. Teggart, of the University of California, advocating the building up of an American apparatus of scholarship.
56. *American Association of University Professors.* Bulletin, 1919, Vol. V, No. 3. Report of Committee on Apparatus for Productive Scholarship.
Makes proposals regarding three types of publication: (1) current bibliographies in all the various lines of intellectual work; (2) annual reports on the progress of studies; (3) systematic treatises or handbooks on each of the major subjects represented in university teaching.
57. *American Association of University Professors.* Bulletin 1920, Vol. VI, No. 2, p. 22-24.

Report of Committee on Apparatus for Productive Scholarship.

Reports arrangements for the International Bibliography of Humanistic Literature.

58. *American Association of University Professors.* Proceedings, 1921.

Pp. 27-33: Survey of field; suggests coordination in publication and additional grants for publication—W. L. Cross.

Pp. 33-45: Milton J. Greenman describes the publications of Wister Institute in the field of biological research.

Pp. 50-56: Discussions by university representatives.

59. *American Association of University Professors.* Committee R., Promotion of Research. Vol. IX, No. 2, p. 28-29.

Recommends that every graduate school should pay a stated sum each year for the publication of research.

60. *American Association of University Professors.* Utilization of resources at Washington for graduate study and research. Vol. 11, No. 1, 1925, pp. 134-137.

61. *American Association of University Professors.* Committee R., Encouragement of University Research. Vol. XII, Nos. 2-3, p. 122.

Recommends survey of humanistic research and presents ten questions for attention.

62. *Aydelotte, F.* Opportunities and dangers of educational foundations. Proceedings: The Association of American Universities, 1925, p. 60-64.

63. *Bakewell, C. M.* The administration, financial support, and distribution of university publications, including journals and doctors' dissertations. Proceedings, fifth conference, The Association of American Universities, 1904, p. 42-56. (Includes discussions on the paper.)

64. *Caullery, M.* Universities and the scientific life in the United States, 1922. (Translation by James Houghton Woods and Emmet Russell.) (Harvard University Press, Cambridge, Mass.)

Chapters, XIII, XIV, and XV treat scientific research in the universities and in institutes. Chapter XVI treats the museums. Consideration is given to resources and personnel, and to high value of research.

65. *Keppel, F. P.* Proceedings: The Association of American Universities, 1925, p. 64-72.

Gives the policies of foundations in supporting research; also the reliance of the Carnegie Foundation upon the staff of universities to conduct the research.

66. *Merriam, J. C.* State agencies of university publication. Proceedings: Sixteenth Conference, 1914, The Association of American Universities, p. 50-61. (Includes discussions.) Presents the practices in certain state universities, the function and administration of the university press, and the influence upon the faculty and graduate students.

b. Research and teaching.

67. *American Association of University Professors.* Committee R., Encouragement of Research. Vol. VII, No. 5, p. 20-23.

Letters from a French professor giving the available time among French professors for writing and research.

68. *American Association of University Professors.* Report of Committee R., Encouragement of university research. Vol. VIII, No. 4, p. 26-40. Gives the teaching hours of professors; presents also letters from scholars abroad on the time devoted to research and teaching.

69. *Butler, N. M.* Scholarship and service. Different types of academic teachers, pp. 119-123. (Reprint from Annual Report, 1919.) Scribner's Sons, N. Y.

Discusses the relative worths of the teaching and research types.

70. *Carnegie Foundation for the Advancement of Teaching.* Sixteenth Annual Report. Medical Research, pp. 62-65.

Discusses the kinds of researchers and the relative value of their services.

71. *Cornell University*. President Schurman's Annual Report, 1909-1910, p. 14-19.
Presents "The problem of the professor" in his relation to administration and to freedom of research.
72. *Ibid.*, p. 5-14, presents "The problem of research," the value of the graduate school, and the teacher's relation to productive research.
73. *Davidson, H. F.* The puzzled professor. *School and Society*, 15, 559-61, May 20, 1922.
Suggests that the teacher need not do research. Compares the teacher with the physician.
74. *Hadley, A. T.* To what extent should the university investigator be relieved from teaching? *Proceedings, A. A. U., Seventh Conference*, 1906, p. 43-51. (Includes discussions.)
75. *Hall, G. S.* How can universities be so organized as to stimulate more work for the advancement of science? *Proceedings, Association of American Universities, Eighteenth Conference*, 1916, p. 25-55. (Includes discussions.)
Covers such aspects as the spirit of investigation, the freedom of young instructors to do research, the docent problem in Germany, relief from unnecessary details.
76. *Jordan, D. S.* The voice of the scholar with other addresses on the problems of higher education, 1903.
The scholar is defined in the first lecture "The voice of the scholar."
Pp. 35-43, the nature and contribution of research is considered.
Paul Elder & Co.
77. *Judson, H. P.* How can the teaching time of professors be most advantageously distributed between college work (both elementary and advanced) and graduate work? *Proceedings, The Association of American Universities, Thirteenth Conference*, 1911, p. 35-44. (Includes discussions of paper.)

Considers the relative value of research and teaching, and time to each, in undergraduate and graduate work.

78. *Kelly, R. J. and Associates.* Report of the Committee on Educational Survey of the University of Pennsylvania, 1924. P. 23-24; 58-61; Contributions to scholarly literature.
79. *Royal Commission on University Education in London, Report, 1913.* (T. Fisher Unwin, London.) Reprint in the Organization and Administration of a State's Institutions of Higher Learning, Lefevre, A., p. 279 f. Presents the principles governing research and teaching in a university.
80. *Weld, L. D.* College teacher and research. Science N. S. 52: 45-8, June 16, 1920. States the effect of research and the lack of research upon the college professor in relation to his vitality.

c. Research fellowships (domestic).

81. *Association of American Colleges.* Bulletin Vol. 11, 1925, No. 1. National Fellowships in Religion. Reports the establishment of fellowships amounting to \$30,000 under the National Council on Religion in Higher Education for the purpose of training graduates to teach religion in departments of religion.
82. *Jolly, J.* Universities and research. Nature 107: 760-1, Aug. 11, 1921. Research professorships. Nature 112: 817-19, Dec. 8, 1923. Paper read before the Congress of the Universities of the Empire at Oxford, July 8, 1921. Makes a plea for more research, and relief from too many routine courses.
83. *Kellogg, V.* Fellowships for holders of the Doctor's degree. Proceedings: The Association of American Universities, 1925. Reports the three series of research fellowships maintained by the National Research Council—physical, medical, and biological sciences; also

what happens to those who have held fellowships.

84. *Wilbur, R. L.* The advantages of distribution of research funds to universities rather than to independent research institutions. *Proceedings: The Association of American Universities*, 1923, p. 60-64. *Ibid.*, discussion, p. 64-70. (See also annual reports of colleges and universities. Fellowships, Chairs, etc.)

C

GROWTH THROUGH PROFESSIONAL SERVICE OUTSIDE THE INSTITUTION AND CONTACTS WITH PRACTICAL AFFAIRS

85. *Committee G.* American Association of University Professors. Extra-collegiate intellectual service. *Bulletin* Vol. 10, No. 5, May, 1924. This report contains an extensive bibliography together with a summary of the contribution of each and discussion by the committee.
86. *Butler, N. M.* Different types of academic teacher. Annual report, Columbia University, 1919, p. 24-27. Cites instances of contacts of professors with practical affairs and emphasizes the significance of such contacts.
87. *Butler, N. M.* Scholarship and service. 1921, p. 121. (Scribner's Sons, N. Y.) Emphasizes the value of the many contacts of professors with the practical affairs of life.
88. *Butler, N. M.* Scholarship and Service, 1921, p. 138-140. (Reprint from Annual Report, 1914.) Recites the facilities in New York City for scholars to observe and study.
89. *Carnegie Foundation for the Advancement of Teaching.* Seventeenth Annual Report, 1921. The relation of the teacher's pay to the quality of the service that he renders to society, p. 108-112. Gives the reasons why professors take outside work, effect of salary on service, etc.

90. *Gault, F. B.* The regulation of charges made by members of the university faculty for work done outside of their schedule. *National Association of State Universities. Proceedings, 1910*, p. 317 ff.
Gives the findings for a questionnaire on such items as public addresses; expert service; consulting practice of lawyers, engineers, physicians, etc.
91. *Janeway, R. C.* Outside professional engagements by members of professional faculties. *Educational Record*, 55: 207-19, March, 1918.
Suggests the desirability of outside professional engagements for medical professors at some period of their careers.
92. *King, C. L.* Public service of the college and university expert. *Annals of American Academy of Political and Social Science*, 67: 291-6, Jan. 29, 1916.
Presents the difficulties that confront social scientists, and proposes ethical standards for co-operating experts.
93. *National Association of State Universities.* Discussion: The relation of professors to outside employment. *Proceedings, 1915*, p. 78-87.
94. *Zook, G. F.* The contribution of the municipal university. *School and Society*, January 30, 1926, p. 123-4.
Refers to the city as a laboratory for problems and recommends the correlation between higher education and practical life.

D

GROWTH THROUGH TRAVEL, SABBATICAL LEAVE, EXCHANGE
PROFESSORSHIPS, AND FELLOWSHIPS FOR FOREIGN
STUDY

a. Travel.

95. *Kelly, R. L.* Davidson College. A diagnosis and a prescription. *Christian Education*, Vol. 9, No. 8, May, 1926, p. 329.
Mentions the policy of sending members of the faculty abroad each summer with expenses paid.

96. *Marks, M. M. and Champenois, J. J.* Developing opportunities for foreign travel and study for American college students and teachers. *Association of American Colleges*, Vol. X, No. 2, 1924, p. 57-65.

A general statement of what is taking place.

b. **Sabbatical leave.**

97. *Association of American Colleges.* Bulletin, Vol. IX, 1923, No. 2. Report of the commission on sabbatical leave.

Recites the practices in a number of institutions; also quotes from report by Albert L. Barrows, Secretary of the Division of Educational Relations of the National Research Council.

98. *American Association of University Professors.* Proceedings, 1925, p. 90-1. Report of Committee K: Systems for Sabbatical Years.

Summarizes conclusions from a questionnaire; also suggests an investigation of the effect of sabbatical year on professors.

99. *Meyer, A. W.* Leaves of absence in American universities. *School and Society*, 2: 356-360. Sept. 4, 1915.

Gives the result of a questionnaire sent to seventy-two universities inquiring into the plan for leaves of absence.

100. *Randall, O. E.* Report of the Commission on Sabbatical Leaves. *Association of American Colleges*. Vol. IX, No. 2, 1923, p. 188-202.

Gives results of a questionnaire sent to 580 colleges and universities.

101. *Bulletin ibid.* Vol. X, No. 3, 1924, p. 137-140.

Supplements fuller report of April, 1923. Points out the demand for teachers of breadth of vision.

c. **Exchange professorships.**

102. *American Association of University Professors.* Cooperation with Latin-American Universities to promote exchange of professorships and fel-

lowships. Report of Committee L, Vol. 11, No. 1, 1925, p. 91-93.

Gives, in general, present status, with emphasis upon need for greater exchange of intellectual activities.

103. *Burton, M. L.* Cooperation between universities. National Association of State Universities. Proceedings, 1919, p. 45 f.

Discusses migration of professors, p. 45-6; exchange professors, p. 47.

104. *Robertson, D. A.* International educational relations of the United States. The Educational Record, April, 1925.

Gives the associations that are active in international education, their activities and expenditures. The associations that have exchange professorships are:

American Association of University Professors: Committee on cooperation with Latin-American universities to promote exchange professorships and fellowships.

American-Hungarian Foundation.

American-Scandinavian Foundation.

Association of American Colleges.

Carnegie Endowment for International Peace.

Commission for Relief in Belgium Educational Foundation, Inc.

The Institute of International Education.

Interchange Committee, Universities of the British Empire.

Polish-American Scholarship Committee.

Rockefeller Foundation.

105. *Wheeler, B. I.* Interchange of professors in universities. Proceedings: The Association of American Universities. Seventh Conference, 1906, p. 14-23.

Includes the interchange of professors in universities; the experience of Harvard University, presented by Jerome D. Greene; also discussions on the papers.

d. Fellowships for foreign study.

106. *Educational Record.* International Educational Relations. January, 1926.

Lists the centers of international educational cooperation and gives regarding them opinions of the Committee on the American University Union of the American Council on Education.

107. *Moe, H. A.* The John Simon Guggenheim Memorial Foundation. The Educational Record, Vol. 6, No. 3, July, 1925. Also, Association of American Colleges Bulletin, Vol. XII, No. 1, Feb., 1926, p. 19-23.

Explains the purpose of this fund in aiding members of the teaching profession in foreign research.

108. *Robertson, D. A.* International Educational Relations of the United States. The Educational Record, April, 1925. The associations that offer fellowships are:

American Child Health Association.
The American Council on Education.
American-Scandinavian Foundation.
British Federation of University Women.
Carnegie Endowment for International Peace.
The Commonwealth Fund.
Czeckoslovak Fellowships.
Franco-American Exchange.
General Education Board.
The Institute of International Education.
International Education Board.
National Research Council.
Phelps Stokes Fund.
Polish-American Scholarship Committee.
Rockefeller Foundation.
Walter Hines Page School of International Relations.
Willard Straight Research Fellowship for Study in China.
The John Simon Guggenheim Memorial Foundation.

E

GROWTH THROUGH SUPERVISION OF THE WORK OF THE STAFF MEMBER

109. *Allen, W. H.* Self-surveys by colleges and universities. 1917. World Book Company.

- Suggests the method of surveying, among other items, faculty participation in government; instructional efficiency; salaries, tenure, educational conventions, etc. (See index.)
110. *Birge, E. A.* How many hours a week should be required of teachers in a university? Transactions: National Association of State Universities. Vol. 14, 1916, p. 64-76.
Presents practice in three state universities for four departments; also experience in University of Wisconsin from 1893 to 1915.
111. *Birge, E. A.* Is it advisable to require a detailed account of how a teacher spends his day? Transactions: National Association of State Universities. Vol. 14, 1916, p. 76-80.
112. *Bode, B. H., and others.* Methods of discovering the exceptional teacher. School and Society, 7: 382-7, Mar. 30, 1918. Report of the Senate Committee on Educational Policy of the University of Illinois.
Gives the methods used in a number of institutions as reported by their presidents, and methods used by the department heads in the University of Illinois; also discusses recommendations.
113. *Butler, N. M.* Scholarship and Service. 1921. College and University Teaching, p. 133-140. (Reprint from Annual Report, 1914.) Scribner's Sons, N. Y.
Points out the need for, and kind of, supervision of the younger men on the staff.
114. *Carnegie Foundation for the Advancement of Teaching.* College Government and the Teacher's Salary. Fourteenth Annual Report, p. 27-31.
Urges a sincere and critical statement of the results obtained as the basis for increase in expenditures, including salaries.
115. *Cooke, M. L.* Academic and industrial efficiency. Carnegie Foundation for the Advancement of Teaching. Bulletin No. 5, 1910.

- P. 21-29, under "The college teacher as a producer" discusses the efficiency of the teaching staff by such means as functional management, elimination of the unfit, tools to work with, personal relation to work, etc.
116. *Eliot, C. W.* University Administration, 1908, p. 150-151. (Houghton-Mifflin, Boston, 1908.)
Mentions the effect of the elective system upon the scholarship of teachers.
117. *Eliot, C. W.* *Ibid.*, p. 110.
Treats the responsibility of the faculty to exercise control over methods of instruction.
118. *Eliot, C. W.* *Ibid.*, p. 185-6.
Mentions the value of the association of the assistant with the professor as preparation.
119. *Foster, W. T.* Scientific versus personal distribution of college credits. Popular Science Monthly, April, 1911, p. 388-408.
Gives the distribution of grades for various subjects in Harvard, University of California, University of Missouri, and proposes a scientific administration of credits.
120. *Gavit, J. P.* College, 1925, p. 196-8, 204. (Harcourt Brace & Co.)
Suggests a routine rating of the members of the faculty by students.
121. *Haggerty, M. E., and others.* Cooperation at the University of Minnesota. The Educational Record, Vol. 7, No. 2, July, 1926, p. 3-20.
Gives full report of the cooperative research, including: efficiency of instructors in large classes, faculty instruction and conferences.
122. *Hopkins, L. B.* Personnel administration in colleges. The Educational Record, Vol. 7, No. 3, July, 1926, p. 175.
Includes among personnel administration the method and basis of the selection of instructors; also what is being done to help teachers improve their methods of instruction.
123. *Jones, E. S.* Suggestion for teacher measurement. School and Society, 6: 321-2, Sept. 15, 1917.

Suggests the use of tests given to students as a measure of the effectiveness of the teacher's work.

124. *Kelly, F. J.* Scientific method in college administration and college teaching. *School and Society* 20: 390-6, Sept. 27, 1924.
Discusses the aims of the college of arts and sciences, the evaluation of college instruction, and the rating of college teachers.
125. *Kelly, F. J.* Report of the Committee on Educational Survey of the University of Pennsylvania, 1924. Teaching load, pp. 21-23; 67-74.
126. *Kirkland, J. H.* Conditions of efficient faculty service. *Religious Education*, 9: 490-6, Oct., 1914.
Discusses five conditions: preliminary training, remuneration, tenure of office and freedom, share in control, and breadth of sympathy.
127. *Lefevre, A.* The organization and administration of a state's institutions of higher education. P. 213-22. Von Boeckmann-Jones Co., Austin, Texas.
Points out the necessity for scrutiny and estimate of the results of each member of the staff, and elimination of the unfit.
128. *Main, H. G.* Improvement of the personnel of faculties. *Religious Education*, 7: 348-62, Oct., 1912.
Sets forth the aims of the liberal arts college and considers the improvement of the personnel as a whole insofar as it advances these aims.
129. *Pace, E. A.* The training of the college teacher. *The Educational Record*, Vol. 7, No. 3, July, 1926, p. 131-148. (Includes discussion by R. M. Hughes and A. E. Randall.)
The present status was discussed and it was proposed that the present conditions be determined through questionnaire or otherwise.
130. *Phelps, W. L.* Teaching in school and college, 1918, p. 67-93.

Gives his personal opinion on the efficiency of college teaching.

The Macmillan Company.

131. *Robinson, M. L.* Need of supervision in college teaching. *School and Society*, 2: 514-19, Oct. 9, 1915.

Suggests the need for supervision but offers no program.

132. *Scott, Walter D.* Occupational description of our faculty positions. *American Association of University Professors*, Vol. 7, No. 7, p. 37-41, 1921. Also *School and Society*, 14: 293-6, October 15, 1921.

Discusses the amount of time devoted to various activities as instruction, administration, research, etc.

133. *Slosson, E. E.* Grading professors. *Independent* 70: 836-9, April 20, 1911.

Reviews surveys that show the diversity of grades given students by the several members of the instruction staff.

134. *Thwing, C. F.* History of education in the United States. Houghton Mifflin Co., 1910. Chapter VI, The teacher and teaching.

Gives the qualifications of a good teacher; causes of poor teaching; growth of the teacher.

135. *U. S. Bureau of Education.* Bulletin, 1917, No. 19. Report of a survey of the University of Nevada. P. 99-107, Teaching load.

136. *U. S. Bureau of Education.* Bulletin, 1918, No. 30. Resources and standards of colleges of arts and sciences, Capen, S. P.

1. Teaching hours of faculty members, p. 64.

2. Training of faculty members, p. 60.

3. Time of faculty members devoted to instruction, p. 54, 58.

137. *U. S. Bureau of Education.* Bulletin, 1918, No. 31. The educational system of South Dakota.

Teaching load, pp. 276-279.

- Ibid.* Bulletin, 1922, No. 36. Report of a survey of the University of Arizona. Chap. IV. The teaching load, p. 41-46.
138. *U. S. Bureau of Education*. Bulletin, 1919, No. 15. The adjustment of the teaching load in a university—Koos, L. V.
Professional activities other than instruction and administrative, p. 17-20.
Personal research, p. 15-16.
Total teaching time, p. 8-10.
Time spent in all non-instructional activities, p. 10-15.
(Study is confined to University of Washington.)
139. *Vincent, G. E.* Supervision of younger teachers in a university. Transactions: National Association of State Universities. Vol. 14, 1916, p. 134-136. Discussion, p. 136-140.
Presents lack of supervision, and suggests methods, as visiting classes, and frequent conferences.

F

GROWTH THROUGH PROFESSIONAL ORGANIZATIONS AND
PROFESSIONAL PUBLICATIONS

140. *American Council of Learned Societies Devoted to Humanistic Studies*. Bulletins, No. 1-4 (1920-1925).
Constituent Societies:
American Philosophical Society (1727).
American Academy of Arts and Sciences (1780).
American Antiquarian Society (1812).
American Philological Association (1879).
Modern Language Association of America (1883).
American Historical Association (1884).
American Economic Association (1885).
American Political Science Association (1906).
American Sociological Society (1905).
See publications. Serves as a clearing-house for the exchange of information between

the societies, secures funds for publication, and awards grants in aid of research.

141. *Brooklyn Daily Eagle Almanac*. 1926. Under educational and scientific societies, p. 147-151, gives national and international associations with officers and their addresses.
142. *Caullery, M.* Universities and scientific life in the United States, 1922. (Translated by J. H. Woods and E. Russell.) Chap. XVIII, p. 219-234. (Harvard Univ. Press, Cambridge, Mass.) Refers to the role played by the following professional organizations:
 The American Philosophical Society.
 The American Academy of Arts and Sciences.
 The National Academy of Sciences.
 The American Association for the Advancement of Science.
143. *Curtis, W. C.* Unionization from the standpoint of a university teacher. *Educational Record*, 60: 91-105, Sept., 1920. (Presents the affirmative side of the question.)
 Considers whether the American Association of University Professors should perfect an organization to secure rights and recognition, or merely investigate abuses. The rights of the professorate are recited.
144. *Curtis, W. C.* Comment upon the articles of Professor Lovejoy and Dean Russell (on unionization). *Educational Record*, 60: 335-341, Nov., 1920.
 (See comment on 143.)
145. *Dewey, J.* The American Association of University Professors. *Science, N. S.*, 41: 147-151, Jan. 29, 1915.
 Presents the values to be derived from association; also the ungrounded fear of "trade unionism."
146. *Eliot, C. W.* University administration. 1908. P. 119-124. Houghton-Mifflin, Boston, 1908.
 Mentions faculty meetings as means of educational improvement and intellectual intimacy.

147. *Engineering Foundation*. Organized 1914.
Functions are to organize, administer, and aid cooperative researches and investigations among the constituent engineering societies. See reports.
148. *Kelly, R. L.* Tendencies in college administration. 1925, p. 31-37.
Surveys the field of voluntary professional associations organized for the exchange of ideas and experience and the promotion of common ends.
149. *Lovejoy, A. O.* Teachers and trade-unions. *Educational Record*, 60: 106-119, Sept., 1920.
(Presents the negative side of the question.)
See comments under No. 143.
150. *Lovejoy, A. O.* Better organization of teachers without unionization. *Educational Record*, 60: 329-335.
See comments under No. 143.
151. *MacDonald, W.* Shall professors form a union? *Nation*, 101: 621-622, Nov. 25, 1915.
See comments under No. 143.
152. *National Research Council*. Reports, 1922-23.
Gives the divisions and committees, and the co-operative activities in which each is engaged.
153. *U. S. Bureau of Education*. *Educational directory*, 1926, p. 96-123.
Contains a list of educational boards, societies and associations with offices and names and addresses of presidents and secretaries.
154. *U. S. Bureau of Education*. *Educational directory*, 1926.
Contains a list of educational periodicals with publishers.
155. *World Almanac and Book of Facts*, 1926.
Under associations and societies in the United States, p. 418-432, includes professional associations and societies, with officers and their addresses.
156. *See also publications of such organizations as:*
National Association of State Universities.

Association of American Universities.
Association of Urban Universities.
Association of American Colleges.
American Council on Education.
American Association of University Professors.
American Association of University Women.

157. *See also publications of such professional organizations as:*

American Medical Association.
American Bar Association.
American Institute of Dental Teachers.
Conference of Theological Seminaries of the
United States and Canada.
American Conference of Pharmaceutical Facul-
ties.
Society of Civil Engineers.
American Institute of Mining Engineers.
American Society of Mechanical Engineers.
American Institute of Electrical Engineers.

LITERATURE ON THE LIBERAL COLLEGE

Books

The titles listed below represent studies made in the Association office or elsewhere in cooperation with its staff. They may be obtained on prepaid application to the Association *Bulletin*, 111 Fifth Avenue, New York, N. Y.

Tendencies in College Administration, Robert L. Kelly. Second edition; 279 pp., 41 illustrations. \$1.75; five or more copies \$1.50 each, net.

Theological Education in America, Robert L. Kelly. A Study of 161 Theological Seminaries and Colleges in the United States and Canada. 456 pp., illustrated with tables, charts and graphs. \$4.00 net.

The Education of Negro Ministers, W. A. Daniel. A Report Based upon a Survey of Theological Schools for Negroes in the United States by Robert L. Kelly and W. A. Daniel. \$1.50 net.

The Foreign Student in America. Chapters contributed by experts, edited by a special commission of the Committee on Friendly Relations. 329 pp., illustrated with maps and tables. \$2.25 net.

A Program for Higher Education in the Church of the Brethren, John S. Noffsinger. 80 pp., illustrated with tables and charts. \$1.50 net.

Safeguarding Funds. Proceedings of Atlantic City Convention, 1925, of Federal Council Committee on Financial and Fiduciary Matters. Edited by W. A. Anthony, Robert L. Kelly and Lewis B. Franklin. \$1.50 net.

Securing Christian Leaders for Tomorrow. Findings of a representative joint commission of Christian agencies. Edited by Secretary S. M. Cavert. (On the press.) \$1.25 net.

State Control of Private Incorporated Institutions of Higher Education, Lester W. Bartlett. 95 pp., with tables and charts. \$1.50 net.

The Teaching Function of the Church. Chapters contributed by various writers. Edited by Secretary S. M. Cavert. \$2.00 net.

Periodicals

Association of American Colleges Bulletin. Issued in February, April, May and November. Annual subscription \$3.00.*

While the supply holds out, the office will be glad to furnish issues containing articles indicated below at twenty-five cents each, except as otherwise stated. For Volume XII, regular current prices prevail. In the case of earlier issues containing the Proceedings, where numerous papers are included besides the leading titles individually listed, the charge is fifty cents.

The Proceedings of the Annual Meetings of 1917, 1918, 1924, 1925 and 1926 are available. (Vols. III, 3, IV, 3, X, 2 and 3, XI, 2 and 3, XII, 1, 2, 3.

* A price of fifty cents a year is given faculty members of Association colleges.

- Academic Freedom, Reports on**, Lyman P. Powell, III, 3; K. D. Macmillan, X, 3; John R. Effinger, XI, 3, XII, 1.
- Administration**, Robert J. Leonard, Wm. O. Miller, Ernest E. Wilkins, XII, 3.
- Architecture, Practical Problems in College**, R. L. Kelly, XI, 4; C. C. Zantzinger, XII, 2.
- Athletics, Reports on**, Frank W. Nicolson, XI, 3; Howard J. Savage, Paul D. Moody, Chas. A. Richmond, XII, 3.
- College, What the, Stands for**, Henry C. King, III, 1; **Obligation of the, to Society**, J. H. Kirkland, Graham Taylor, J. B. Johnston, XI, 2; **Place of the Liberal, in a University**, Frank W. Chandler, Herbert E. Hawkes, X, 3; **Unit Size of the Effective**, Harlan Updegraff, R. B. von Kleinsamid, XII, 3; **What Should Education Cost in an Effective**, Floyd W. Reeves, XII, 3. See also Curriculum, Entrance.
- Costs**, see College.
- Curriculum, The College, and Vocational Guidance**, Ben D. Wood, XI, 3; **Organization of the College.—Reports and discussion:** Clyde Furst, Robert L. Kelly, VII, 2; R. L. Kelly, Alexander Meiklejohn, R. F. Scholz, George B. Cullen, IX, 2;† **Unity in the**, R. L. Kelly, X, 4; **The, in an Effective College**, Leon B. Richardson, XII, 3.
- Distribution of Colleges**, John M. Thomas, R. L. Kelly, VII, 4.
- Entrance to College in Massachusetts**, Clyde Furst, IX, 4; **Requirements for College, and Graduation**, Clyde Furst, X, 3.
- Faculty and Student Scholarship**, Frank Aydelotte, X, 3; Frances G. Bernard, Robert C. Brooks, John S. P. Tatlock, XII, 3.
- Federal Department of Education: "The Brown Plan,"** J. H. MacCracken; **the Sterling Bill**, George D. Strayer, Chas. H. Judd, XI, 2.†
- Fine Arts in American Education**, Frederick C. Ferry, X, 3; Frederick P. Keppel, George C. Nimmons, XI, 2; Huger Elliott, Henry V. Hubbard, Eugene A. Noble, Edward Robinson,† XII, 2.
- Foreign Study:** Chas. Cestre, IV, 3; Geo. E. MacLean, Walter Hullihen, Marcus M. Marks, J. J. Champenois, S. P. Duggan, X, 2.
- Franco-American Reciprocity**, R. L. Kelly, XI, 2.†
- Graduate Schools of America, A Study of the**, R. M. Hughes, XI, 3.†
- Personnel Technique (Psychological Tests)**, R. W. Husband, X, 3; Adam Leroy Jones, XI, 3, 4; XII, 3.
- Religion, The Place of, in Higher Education:** Silas Evans, John S. Nollen, Laura H. Wild, III, 3; Harry M. Gage, Chas. A. Richmond, Marion L. Burton, X, 3. See also CHRISTIAN EDUCATION list.
- Sabbatic Leave, Report on**, Otis E. Randall, X, 3.
- Student Migration**, R. L. Kelly, VI, 3, Geo. F. Zook, XI, 3.
- Student Mortality**, Andrew F. McLeod, E. D. Eaton, III, 3.
- Vocational Distribution of College Graduates**, R. L. Kelly, VI, 3; **Guidance**—see Curriculum.

† Reprint.

ASSOCIATION OF AMERICAN COLLEGES BULLETIN, VOLUME XII (1926)

General Index

	PAGE
Academic Freedom and Tenure of Office, Report of Commission on—JOHN R. EFFINGER.....	36
American College of the Twentieth Century, The—FRANK AYDE-LOTTE	7
Annual Meeting, Minutes of the Twelfth (1926)—BERNARD I. BELL	39
Tentative Program of the Thirteenth (1927).....	255
Architecture, Practical Problems of College—C. C. ZANTZINGER.....	86
The Teaching of Landscape, in Liberal Colleges—HENRY V. HUBBARD	82
Exhibit of College, at Metropolitan Museum.....	6, 62
Art, The Study of, in Our Colleges—EDWARD ROBINSON, HUGER ELLIOTT	63, 71
See also <i>Architecture, Music</i>	
Auditing Committee, Report of the—B. F. FINNEY.....	35
Bibliography on the Professional Growth of Faculty members—LESTER W. BARTLETT.....	275
College Administration, A Department of—ROBERT J. LEONARD.....	160
<i>Tendencioes in</i>	55
College—see <i>American, Architecture, Art, Music</i> , etc.	
The Effective: Athletics in, HOWARD J. SAVAGE, 231, PAUL D. MOODY, 241, CHARLES A. RICHMOND, 244; The Business Administration of, WILLIAM O. MILLER, 135; Cost, What Should Education, in, FLOYD W. REEVES, 144; The Curriculum in, LEON B. RICHARDSON, 176; The Comprehensive Examination in, JOHN S. P. TATLOCK, 211; Faculty-Student Cooperation in, ERNST H. WILKINS, 222; Honors Courses in, FRANCES F. BERNARD, 190, ROBERT C. BROOKS, 192; Personnel Technique in, ADAM LEROY JONES, 163; The Unit Size of, HARLAN UPDEGRAFF, 109, RUFUS B. VON KLEINSMID, 118; see <i>Art, Architecture, Music</i> .	
Columbia College, A Study of Student Earnings in—ELIZABETH B. YOUNG and DONALD P. COTTRELL	268
Commissions and Committees, List of Standing.....	3, 59, 105, 251
Constitution of the Association.....	42
Davidson College Survey, Notice of	23
Effective College, The—see <i>College</i>	
Entrance to College in Massachusetts, the Middle Atlantic, and the Southern States—CLYDE FURST and EDYTHE MASLEN.....	258

Guggenheim Memorial Foundation, The John Simon—HENRY ALLEN MOE	19
Members of the Association, 1926	44
Minutes, Twelfth Annual Meeting (Business Sessions)—BERNARD I. BELL	39
Music, The Study of in the Liberal College—EUGENE A. NOBLE	74
Officers of the Association, 1926-27	2, 58, 104, 249
Presidents, Former, of the Association	2, 58, 104, 249
Report, Annual, of the Executive Committee, 1925, BERNARD I. BELL, 30; of the Executive Secretary, 1925, ROBERT L. KELLY, 24; Standing Commissions: Academic Freedom, JOHN R. EFFINGER, 36; College Personnel Technique, ADAM LEROY JONES, 163; Treasurer, 1925, BERNARD I. BELL, 33	
Resolutions Committee, Report of the—D. A. ROTHROCK	41
Rhodes Scholars, The Selection of—FRANK AYDELOTTE	92
Rhodes Trust, The—M. J. RENDALL	15
The Thirteenth Annual Meeting	102, 108, 255
Who's Who in the November Issue	257

